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CANADA'S NEW INDIAN POLICY

by PETER S. SINDELL

On 25 June 1969 Jean Chrétien, the Minister of Indian Affairs and Northern Development, tabled a White Paper in Parliament describing the Federal Government's proposals for a new Indian Policy. This document aroused almost universal hostility and outrage among Canadian Indian leaders when it was presented. On June 27, Walter Dieter, President of the National Indian Brotherhood, said, "We fear the end result of the proposal will be the destruction of a nation of people by legislation and cultural genocide." Harold Cardinal, the author of *The Unjust Society*, has described the new policy as "a thinly disguised programme of extermination through assimilation." In July the leaders of all of the Provincial Indian Associations agreed not to meet with Mr. Chrétien or other IAB officials until they had drafted a "Red Paper" as a counter-proposal to Mr. Chrétien's "White Paper."

After summarizing the major tenets of the policy, I shall pose some questions which help to explain the Indians' hostile response.

Summary of the New Indian Policy

1. The Federal Government proposes the repeal of the present Indian Act and plans to bring down legislation to allow Indians to acquire title to their lands and control their use.

2. The Government states that it will "Propose to the governments of the provinces that they take over the same responsibility for Indians that they have for other citizens in their provinces." This takeover would be accompanied by the transfer of "Federal funds normally provided for Indian programs, augmented as may be necessary."

3. The Government will "Make substantial funds available for Indian economic development as an interim measure [italics supplied]." Since the original statement to Parliament in June, Mr. Chrétien specified the meaning of "substantial funds" as \$50,000,000 over ten years (\$5,000,000 per annum for approximately 220,000 Indians, or \$22.72 per capita per annum). Subsequently, in late November, Mr. Chrétien reportedly offered the National Indian Brotherhood a loan fund of \$10 million a year for five years to back loans for commercial development of reserves. The rate of interest to be paid by the Indian bands for these "economic development funds" was not specified!

4. The Indian Affairs Branch of the Department of Indian Affairs and Northern Development will be phased out "It is expected ... within five years ..." but "Indian lands would require special attention for some time."

5. A Commissioner will be appointed by the Government who "will inquire into and report

upon how claims arising in respect to the performance of the terms of treaties and agreements formally entered into by representatives of the Indians and the Crown, and the administration of moneys and lands pursuant to schemes established by legislation for the benefit of the Indians may be adjudicated." (Recently the Commissioner was selected: Dr. Lloyd Barber, a member of the Northwest Territories Council and a Vice President of the University of Saskatchewan.)

6. The government notes that "The measures for implementation are straightforward. They require discussion, consultation and negotiation with the Indian people—individuals, bands and associations—and with provincial governments."

Questions

Question: Did the proposed policy respond adequately to the felt needs and concerns of the Indian population? Did it promote the mutual understanding and cooperation between the government and the Indians which are so necessary for the solution of the social, economic, and political problems which the Indian peoples of Canada face? From the record the answer is clearly no. Mr. Chrétien stated on the second of November in Regina, "At the root of the Indian reaction to the proposals is distrust of government and Canadian society as a whole." Mr. Chrétien is largely correct. The question then is, did the White Paper exacerbate this distrust of governmental intentions and objectives? It did.

The Federal government initiated a national meeting of Indian leaders in Ottawa in 1968 and held a series of consultations in all of the provinces to obtain Indian suggestions about amending the Indian Act and to ascertain Indian opinions. The dominant concerns expressed by Indian leaders from coast to coast were recognition of aboriginal land rights, unfulfilled treaty obligations, and the abrogation of hunting and fishing rights. Another important concern was education; many Indian leaders have suggested that the present educational system amounts to cultural genocide.

The proposals claim to be "a response to things said by Indian people at the consultation meetings which began a year ago and culminated in a meeting in Ottawa in April."

Question: What does the new policy say about aboriginal rights to land? It denies their validity in one sentence stating, "These are so general and undefined that it is not realistic to think of them as specific claims capable of remedy

..." Yet most reserves were allocated only for residential purposes, especially in the North, and do not represent even a minuscule fraction of the lands which Indians used in the past or even use today. Furthermore most Indian groups in British Columbia, the Yukon, and Northern Quebec do not have any treaties at all and thus have no formal land holdings other than their small reserves, if that. Thus, contrary to the Proclamation of 1763 and other legal instruments, this policy would deny redress to those Indians who do not have treaties. According to the White Paper the Commissioner will only deal with claims resulting from formal treaties and agreements.

Question: What does the policy promise about the hunting and fishing rights which are important to many Indian groups and crucial to most northern groups for food and income? Again one sentence, allowing "transitional freer hunting of migratory birds under the Migratory Birds Convention Act and Regulations [italics added]." Is this an adequate response to Indian concerns? Will this help Indians in Northern Quebec and elsewhere, who go hungry when their meat and fish have been confiscated by provincial authorities?

Question: What does the policy have to say about education? Again one sentence, "Provincial educational authorities will be urged to intensify their review of school curriculae and course content with a view to ensuring that they adequately reflect Indian culture and Indian contributions to Canadian development [italics added]." There is no assurance that this will be done. There is no mention of the use of native languages in instruction. There is no funding proposed for the development of appropriate curricula or for the training of indigenous teachers. The Indian role in educational decision-making is not even raised.

In sum the proposals do not respond to the felt needs of the Indian people, and have not fostered understanding or communication. They have shut doors, not opened them. I quote from the policy proposal now—"Not always, but too often, to be an Indian is to be without—without a job, a good house, or running water, without knowledge, training or technical skill ..."

Question: Will the new policy change this substantially? I think not. The amount allocated for Indian economic development is \$45.44 per Indian per year, in the form of loans which will primarily benefit Southern Indian bands because of their relative sophistication and

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nearness to urban centres. The authors of the Hawthorn Report, after several years of research (funded by the Federal Government, ironically) stated "We can expect that it will cost thousands of dollars per capita, and hundreds of millions per annum in the aggregate, to provide Indians with the facilities and services needed to bring them up to White standards." The Hawthorn Report notes that it generally costs between \$8,000 and \$10,000 to create one job, while in highly automated industries it can cost up to \$50,000 to create one job.

The Federal government has proposed an investment of \$225 million dollars over fifteen years for the 100,000 residents of PEI or a per capita, per annum investment of \$150. Is it cheaper to create a job for an Indian than for a resident of Prince Edward Island? The government proposes to spend 3.3 times as much money each year for every resident of PEI and plans to continue this for fifteen years in PEI as compared to five years for the Indians. In sum the government urges the Indian to give up his special legal status in return for "Full and equal participation in the cultural, social, economic and political life of Canada." As one editorial writer remarked wryly, some people appear to be more equal than others.

"To be an Indian is to lack power . . . the power to change your own condition," the policy states.

Question: Does the new policy materially eradicate this powerlessness? In my opinion, it does not. The government proposes the transfer of many services to the provincial governments. The government promises consultation and negotiation with all parties but it did not even consult with the Indian people about the new policy proposals. There are no safeguards written into the policy to protect the Indians' interests either during the negotiations or after a transfer.

Conclusion

The assumption of the Trudeau government clearly is that provincial governments will deal

fairly and adequately with the massive needs of their Indian citizens. But will they? First, do they have the massive resources needed and the necessary expertise? The Hawthorn Report indicates that only one or two provinces in the foreseeable future have the resources to work with the Indian peoples of their provinces to solve the massive economic and social problems which exist. In this regard, it is not comforting to look at the provinces' efforts so far. No legal barriers have existed to prevent provinces from working with Indian groups in community development programs or on economic development. Rarely have they done so. Rarely have they shown themselves to be concerned with the rights of their Indian citizens. British Columbia was the first to grant the provincial vote for Indians; it was in 1949. By 1960 Manitoba, Ontario, Saskatchewan, and the Yukon Territory had done so. Only in 1963 did New Brunswick, PEI, and Alberta do so. Finally, twenty years after BC, Québec did so a few months ago.

Let us think about education a moment. Mr. Chrétien's department has had agreements with school boards and provincial education departments for several years. Mr. Chrétien argued recently (October 16th, 1969) that, "In many fields, such as education and welfare, the provinces are better equipped to provide the services to Indian people." He continues, "I believe it is only reasonable that Indian citizens should benefit from this greater expertise which we in Ottawa have tried to duplicate under the present system." But again, let us look at the record. None of these education agreements have specified that special curricula should be developed, that indigenous teachers should be recruited, or that non-Indian teachers teaching Indian children would have to take special training in Indian history or cultures. None of these agreements has given Indian parents the right to decide what their children would be taught or by whom. Without the incentive of such specifications no provinces or territories have reformed their educational systems to cope with the special needs of Indian children.

The federal-provincial agreements to provide educational services for Indian children concluded to date certainly do not inspire confidence in the good will or expertise of the provinces in dealing with Indian Affairs.

On the contrary, if this pattern of federal-provincial transfers of responsibility and funds prevails in the future, Indians' lack of power to influence their own lives will increase, not decrease.

I think the proposed new policy:

1. has increased Indian distrust of the Canadian government and has not dealt justly with the Indians' aboriginal rights, unfulfilled treaty obligations, hunting and fishing rights, and desire for educational reform.
2. is inadequate to cope with the massive economic problems Indians face, and
3. does not provide any safeguards for Indian interests and rights either during the federal-provincial negotiations over the transfer of services or afterwards.

In conclusion the new Indian Policy is unacceptable to most of the Indian peoples of Canada and should be unacceptable to other Canadians for the reasons I have cited above. Any further action on these policies should await the counter-proposals of the Indian groups. In deference to these counter-proposals, I would only like to make three suggestions:

1. That aboriginal land claims, hunting and fishing rights, treaty obligations, and educational reform be dealt with explicitly in the new proposals, Government and Indian, and settled to the Indians' satisfaction.
2. That the Indian bands and associations participate as directly as possible in any federal-provincial negotiations and have the right to refuse any specific transfers which are proposed until their present and future interests have been guaranteed by all parties, and
3. that federal, provincial, and Indian resources adequate to the task of achieving economic parity with the dominant society be made available to Indian groups.

Professor Sindell is Assistant Professor of Anthropology at McGill. Copyright © Peter Sindell, 1970.

SENATE SURVEY

At the beginning of January, the Reporter conducted a survey of all Senate committees. The following is a résumé of work completed by some of these committees during the last term.

Macdonald College Library Committee

Status: Standing Committee of Senate.

Terms of Reference: Performs for Macdonald College the same functions as the University Libraries Committee on the Montreal campus.

Met: Once.

Major areas of business discussed: (1) Transfer of Faculty of Education books and serials from Macdonald College Library to McGill campus. (2) Smoking in Library. (3) Cost of Xerox service.

Decisions: (1) Approval given to lists of books to be transferred to downtown campus, titles to remain at Macdonald, etc. (2) Security men to patrol occasionally through the Library to ensure that cigarettes and other pollutants snuffed out. Many NO SMOKING signs to be installed. (3) Priorities established for use of Library Xerox machine.

Decisions approved by Senate/Board of Governors: none.

University Libraries Committee

Status: Standing Committee of Senate.

Terms of Reference: To hold under continuous review the operation and co-ordination of all University libraries.

Met: Four times.

Major areas of business discussed: Financial support of University Libraries—requested \$300,000 for normal expenditures and \$100,000 for preparation of Undergraduate Library.

Decisions: (1) Establishment of a Periodicals Room. (2) Quebec Universities Inter-Library Loan Service QUILL. (3) Borrowing privileges for doctoral students of Montreal universities.

Decisions approved by Senate/Board of Governors: Board of Governors—(1) Book Fund \$300,000. (2) Request for \$100,000 for the Undergraduate Library to be located in renovated Redpath Library.

Committee on Retirements

Status: Sitting Committee of Senate.

Terms of Reference: To deal with post-retirement employment and to advise Honorary Degrees Committee on Staff Honorary Degrees and Professors Emeritus.

Met: Has not met in first term. The usual practice is to accumulate data (curriculum vitae, letters, medical, etc.) in the first term and meet in the second term.

Honorary Degrees Committee

Status: Standing Committee of Senate.

Terms of Reference: The selection of candidates for honorary degrees, the review of the criteria followed for awarding honorary degrees, and the organization of Convocation.

Met: Has not met.

Major Areas of Business Discussed: The general question of honorary degrees is to be reviewed by this Committee in the near future.

Committee on Sessional Dates

Status: Standing Committee of Senate.

Terms of Reference: To study and make recommendations upon the optimum length of terms and of the session and upon the setting

of sessional dates (including the beginning and end of the session, holidays, examinations, etc.) appropriate for all faculties.

Met: Has not met.

Major Areas of Business Discussed: The Committee normally meets only once each session to prepare the schedule of dates for the following session. This schedule is then presented to Senate.

University Admissions Committee

Status: Standing Committee of Senate.

Terms of Reference: To continuously review the standards of admission (e.g. numbers of students, proportions of native and foreign students, early acceptances, students with supplements, etc.) to the University, and submit general recommendations for policies on admissions to the Senate for approval at frequent intervals. Representatives of the Graduates' Society and the Students' Society are partici-

pating and full members of this Committee.

Met: Three times.

Major Areas of Business Discussed: Formulation of University Admissions Policy for 1970-71.

Decisions: See Senate Reports, *McGill Reporter*, January 16 and January 23, 1970.

Decisions approved by Senate/Board of Governors: See *Reporter* as above.

Committee on Continuing Education

Status: Standing Committee of Senate.

Terms of Reference: To be responsible for the administration, development, and expansion of all forms of Continuation Studies in collaboration with the appropriate faculties.

Met: Twice.

Major Areas of Business Discussed: (1) A restructuring of the Committee. (2) Approval of courses offered by the Centre for Continuing Education. (3) Review of the Activities of the

Centre on the McGill campus and Macdonald Campus.

Decisions: (1) The replacement of the present Committee by a smaller one for greater efficiency. (2) The establishment of an Executive Committee in Continuing Education to deal with the day-to-day business of the Centre. (3) The establishment of a very representative Advisory Council for Continuing Education to provide a forum for the expression of the views of all interested groups including the outside community. (4) New courses for the spring term including "The Volunteer in Community Services," "Human Learning and the Instructional Process (Psychology)," and "Beginners' Italian."

Decisions approved by Senate/Board of Governors: none.

BIBBLE-BABBLE AND THE IVORY TOWER

by HARVEY MAYNE

"Wherefore a genuine education?" The question posed by Prof. Jeremy Walker several months ago in the Reporter is still nagging us at McGill. Do we solve the crucial problems facing us now, or do we delay action until the university is destroyed by internal and external contradictions? Do our governing bodies meet the challenge with integrity, or do they give up?

Senate is overloaded with work. Not once this academic session has it completed all business on the agenda. Either the quorum is lost by 6:30 p.m., or else the "bibble-babble" flickers off by seven o'clock adjournment time in the evening.

For boredom and sleepiness, McGill's Senate ranks second to the Senate of Canada. It is not too unusual to see a Senator reading a magazine, dozing off, or writing a letter when important academic business is being debated.

The most exciting part of these meetings usually occurs during the recess when the members congregate in the anteroom as coffee, cookies, and brownies are served. It is there that you see real, animated conversations. It is there you can hear a top administrator expressing his real opinion without pulling punches. Perhaps this kind of informal atmosphere would help speed up Senate business. More on this later.

It isn't too difficult to discover why meetings are sometimes so stuffy—consider the way the meeting room is set up. Something like the National Assembly in revolutionary France, there are Senators sitting in crescent rows, facing the Chairman. Every Senator has a prestigious desk where he can place several pounds of minutes, agenda, reports, etc. (Unlike the National Assembly, Senators do not sit at the left, right or centre according to their so-called political-academic views. Even if this were the case, there would not be enough seats for those members who would want to sit on the right. Several of the more erratic members—witness one or two ex-student Senators—would have to be suspended in mid-air.)

Senate's committee system often works against itself. In the last few years, the committee system has attracted much attention from "radicals" and "conservatives" on campus. The institution of open-meeting/student representative-style democracy at McGill has had at least one horrendous result: overpopulation.

McGill's Senate has about 30 Standing Committees. Its Academic Policy Committee has almost the same number of sub-committees; add to this ten Joint Committees, five ad-hoc committees, and one special committee belonging to Senate. The Board of Governors shares about five committees with Senate and has about two or three of its very own. The Faculty of Arts and Science has fourteen standing committees (e.g. Committee on Promotions and Standing, Library Committee, B.A. Advisory Committee (dead), and Scholarships Committee). In addition, most of the larger departments in this faculty have at least two or three committees—hiring and firing, curriculum, etc. There are about fifty departments and programs in Arts and Science. A much more "professional" faculty such as the faculty of Engineering has nine standing committees. The list above comprises about 200 committees of one sort or another. It does not include Macdonald College, the smaller Faculties, or the institutes outside campus.

If the growth in the number of committee births continues at the present rate, we will soon have professors, devoting most of their time to committee work instead of teaching and research. The *Reporter* has already heard several bitter complaints on this score. Scholars disillusioned with the decadence of the committee structure claim many of their less dedicated colleagues are spending all their time on committee business, kow-towing to students in the hope of gaining popularity and prestige. To see the same professor attending one meeting after another of a different committee four days in a row makes one wonder.

Students catapulted into seats on every type of committee have taken advantage of their newly-won speaking and voting powers. Next to become conscious of their powers have been staff members. What has followed is a barrage of motions, speeches, irrelevant comments, and gobbledygook. A limited amount of proposals and ideas have been hotly debated on campus.

"It looks as if these people were taking their last breath."

The rest of the recommendations remain clouded in apathy. Not more than one or two observers attend meetings of the more important committees like the Academic Policy Committee or the Development Committee.

Perhaps this is because, as one student who attended these meetings earlier in the year opined, "It looks as if these people were taking their last breath. If anybody who goes to these meetings is waiting for a decision to be made, he can grow old waiting. The most exciting moments occur when someone, usually an over-enthusiastic student Senator who has not done his homework, makes some stupid, irrelevant comment."

But no one should expect any committee delegated with important tasks to come to snap decisions on an important issue. Yet, to the casual observer, it might seem pretty silly for a problem to be discussed at tedious length for an hour only to be sent to a sub-committee in the end. What many people do not seem to understand is that the chief purpose of a committee is to delve into all the implications of a topic. To do this requires a great deal of debate together with detailed advice from experts. This takes time—much too much time in some cases, perhaps. But time, nevertheless, so that it is easy for a student who has not seen much change in certain areas of the university for a year or two to become impatient. After all, it is said that a student measures his lifetime in the university at approximately four years. It is faculty who must take greater care in arriving at decisions which may crucially affect their future.

All this is not very new and has been enunciated many times in the past. But the failure to understand these points on the part of much of the interested members of the university community, and the apathy to committee work on the part of the majority of students and staff, indicates the whole committee system is failing somewhere, perhaps in relevance to immediate problems, and also in communications. For example, not more than five students on campus are aware that the Senate Development Committee is now seriously considering the construction of undergraduate tunnels to connect most buildings on lower campus. No one is aware that proposals have also been made to build an underground plaza of stores, cafés, and restaurants similar to Place Ville Marie under the grass space on lower campus. It is very hard for even an interested student to sit through a whole meeting to hear about all the changes that are being planned on

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campus. Similarly, it is difficult to take four hours of a low-keyed Academic Policy Committee meeting where problems relating to all types of disciplines are discussed, and frustrating to hear that by the end of the decade, we will have such and such on campus. Too much of the discussion is centered around lengthy reports, data, minutes, etc. to which only committee members usually have immediate access.

Which brings us to the bureaucratic side of Senate and its Committees. The amount of paperwork produced for these bodies alone is staggering. No computerized statistics are at present available, but judging by the documents that come across the desks of the Information Office, the amount of paper produced for agenda, minutes, etc. in one month would probably fill a good-sized classroom from floor to ceiling. How the average citizen of the McGill community is expected to keep up with all this verbiage only God knows (and chances are He will be invited to speak before a committee very soon).

It is no wonder that Senate is so overburdened.

The rules and procedure of Senate do not help very much. Senate uses *Roberts Rules of Order* to the hilt. Motions, amendments, and sub-amendments are introduced ad infinitum. Debates take place over rules of procedure. (The Principal once breathed a sight of relief when Senate finally approved the agenda 45 minutes after a last-term meeting began.)

A special Committee on Privileges is now meeting to discuss changes, additions, and improvements in Senate's procedure. What is being attempted here is a rewrite of *Beauchesne's*, a several-hundred page tome of rules and regulations designed for the Canadian House of Commons by a former Clerk of that body.

I suggest that a stop-gap solution to Senate's problems might be to immediately remove all

desks from the Leacock Council Room where it meets. Members who sit with files on their laps would have a much more lucid conception of reality than Senators with a spacious desk upon which to leisurely peruse thirty-page committee reports. When knees hurt and backs ache, Senators are even more aware of reality, and are impatient with colleagues who think Senate should resemble the House of Commons.

The next thing to do would be to limit the number of committees upon which any one student or professor could sit. This would enable active committee members to become more involved in the operations of their committee, and to take their jobs more seriously.

None of this is, of course, implies that many Committees are not doing excellent work. As the Report on the committees in another part of this issue indicates, progress has been made in certain areas. It appears that much of this progress may have been accomplished in spite of the obstacles mentioned above. Some committees are small and have not sunk into the bureaucratic morass in which Senate finds itself.

A third solution to speed up Senate business would be to weed out unnecessary discussion of certain reports. For example, Senate recently spent a small amount of time discussing the validity of a political motion presented to it by a so-called English Departmental Assembly.

It is in the Board of Governors where decisions are arrived at most efficiently.

If every Department in the University were to send up its motion for debate, Senate would be meeting day and night. So far so good.

Senate must have complete trust in the work of its committees and should be able to delegate many of its powers to Committees, subject to an *appeal procedure* to Senate. Such a situation already exists in the Academic Policy Commit-

tee, where many decisions are made that do not have to be approved by Senate.

Ironically enough, it is in the Board of Governors where decisions are arrived at most efficiently. For people who are not primarily academics, Governors' questions are brief, to the point, and highly relevant.

Less time should be consumed in debating student representation on committees, more on substantial issues. While the Faculty of Arts and Science wasted away several meetings to decide if and how many students would be allowed on its committees, most of the other academic business in the Faculty was decided by administrators. The proliferation of Committees and delays in decision-making always leads to this. If members of Senate do not want the Senate and its committee structure to work against itself, if they do not want to delegate their responsibility to a handful of administrators, they had better act quickly and consolidate their powers.

Sacrifice verbiage for action, sub-amendments for concrete ideas; move on to more pressing matters than composition of Committees and get to work quickly, before the campus loses faith entirely, and no one even bothers to read articles about Senate. The worst part of winter is still to come!

Informed academics recognize that in the university today, there is an urgent need for serious and productive solutions to urgent problems. Certainly, important decisions have to be made if the university is to be a full participant in the contemporary world. All of what is described above would be lamentable were it not for an attempt by some academics to search for a meaningful role which the university might play. In this context, it is clear that what is needed is a real search for meaningful solutions on the part of Senate, its committees, and the other governing bodies of McGill University. This search must begin today.

THE AUDIO-TUTORIAL CONCEPT

CENTRE FOR LEARNING AND DEVELOPMENT

The audio-tutorial concept, conceived and developed by Dr. Sam Postlethwait at Purdue University, arose out of the need for individualized instruction. Its objective was to take into consideration the individual differences presented by the students enrolled in Dr. Postlethwait's introductory botany course. These were mainly differences in high-school background, differences in native abilities, and differences in learning techniques. The system evolved, over a number of years, into its present form.

What the AT system involves, basically, is a number of individual carrels or booths in which the student will find a tape recorder, a pair of headsets, and whatever the instructor feels his students need. It also involves, for each unit, a set of behavioral objectives that the instructor wants the student to accomplish when he finishes with the particular unit.

In the conventional system at Purdue University, the typical pattern for a four-hour course is two hours of lectures, with one hour's recitation and three hours lab per week—a total of six hours. In the AT system, the student takes whatever time is necessary for him to master the material. This of course depends on the difficulty of the subject matter unit, the

student's ability and his motivation to repeat any or all of the material as many times as he feels is necessary.

The AT system is housed in a Student Learning Center, which is open from 7:30 a.m. to 10:30 p.m. five days a week. The student may go there at any time and begin his own learning. This is called an Independent Study Session to differentiate it from two other types of sessions to follow. Typically, the student walks in, picks up a study guide and the list of behavioral objectives for his study unit, and signs into a booth. He will then turn on the tape and begins listening to the senior instructor who will attempt to tutor him through his session. He may be asked to observe a specimen, available for him in the booth, or compare the specimen with a diagram, or engage in some other specified activity. There is an instructor on hand at all times in the Center, usually a graduate teaching assistant, to whom the student can turn if he encounters any difficulties. The instructions on tape may also direct the student to a demonstration table in the center of the room where he can conduct a small experiment or go through a film loop or videotape.

The second type of session is the Integrated Quiz Session in which an instructor meets with a group of students and quizzes them on their week's work. This session, also involving the handling of specimens, lasts around 30 minutes and is followed by a short written quiz which the students must take. The third type of session is the General Assembly Session, which meets once a week. Its purpose is mainly to clarify problems and introduce guest lecturers. It is also worth mentioning that there is a coffee room in the Center and it is there that a great amount of discussion takes place, both among students and with instructors.

And now for an evaluation of the system: what does this particular program do that a conventional program will not? It has four main effects, all beneficial. For one, it improves the students' performance: 17½% A's compared to 7% for the conventional program; 37% B's compared to 20; 19% C's compared to 34; and many fewer D's and F's. For another, above the one hour for the General Assembly and the half-hour quiz, A students spend an average 3.8 hours in the Center (total 5.3 hours), B students an average of 3.3 hours (total 4.8 hours) and so on. These figures should be com-

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FEEDBACK

FEEDBACK WELCOMES OPINION FROM ITS READERS, ON AND OFF CAMPUS. LETTERS SHOULD BE SHORT, MAXIMUM OF 500 WORDS.

When Greek meets Greek . . .

As Chairman of the Academic Policy Committee, I cannot leave unanswered the letter of Professor C.D. Gordon regarding the Modern Greek Programme which appeared in the January 16, 1970 issue of the *Reporter*. The three main points in his letter seem to deal with the constitutionality or legitimacy of the Academic Policy Committee's action, the terms on which Modern Greek came into existence at McGill, and the process by which the Academic Policy Committee reached its decision on this matter. I shall reply to these issues in this order.

The Academic Policy Committee was created as a result of the report of the Nominating Committee to Senate on February 21, 1962. Senate accepted the report which stated that "To assist the Senate in its exercising of the powers enumerated in Section 3 of the Statutes, it is recommended that a Committee on Academic Policy be appointed. Its terms of reference will be as follows:

- (i) To review and report to Senate on all new curricular proposals emanating from Faculties and Schools;
- (ii) On its own motion it will initiate discussion and will propose to Senate the introduction of new courses or fields of study, and the establishment of new Departments;
- (iii) It may also, on its own motion, propose to Senate the abolition of existing courses or fields of study which it considers no longer useful or necessary."

Following this policy, Senate at its meeting of May 22, 1968 approved (as part of a report of the Academic Policy Committee's Subcommittee on Course Changes) that "all new programmes and changes in existing programmes require in addition to the departmental and faculty approval noted above, final consideration and approval by the Academic Policy Committee and Senate . . ." The report went on to state that this was in accordance with the policy that "the overall balance of the University's academic activity should be a major concern of the Academic Policy Committee and of Senate . . ."

Thus it is clearly the expressed wish of Senate that the Academic Policy Committee deal with such matters as, in this instance, the Modern Greek Programme. The Academic Policy Committee is not an administrative body but a Standing Committee of Senate, composed of academic representatives of all facets of the University community and makes recommendations to Senate on those matters referred to it by Senate. The Academic Policy Committee did not exceed its jurisdiction, but reviewed exactly those matters which Senate wished it to consider. Unless Senate desires otherwise, the Academic Policy Committee will continue to carry out its mandate.

The Modern Greek Programme first became associated with McGill when Senate approved Recommendation II of the 8th Report of the Academic Policy Committee on May 22, 1963. The recommendation of the Academic Policy Committee in support of the introduction of Modern Greek was made *in principle only* and subject to the proviso that this venture would not be a charge upon General Funds. It was the expectation of the Dean of the Faculty of Arts and Science that financial support would be assured by outside sources. From these

sources monies were received to ensure financial backing for the next five years. The five-year pledge terminated September, 1969. Efforts were made to find funds within McGill in the Faculty of Arts and Science. Pending an overall assessment of Modern Greek, arrangements were made for Special Funds to cover expenses of Modern Greek for one extra academic year. It was only after these studies were made that the Academic Policy Committee reached its decision on April 24, 1969. As no funds were found in the Faculty of Arts and Science, the Academic Policy Committee reached the decision to phase out Modern Greek. So that students enrolled in the program could complete their studies it was also decided to begin the three-year phase-out in September, 1970. This decision was subsequently reported to the Faculty of Arts and Science.

In October 1969, a letter was received from Professor Gordon asking that the whole matter be reviewed once more. Thus Modern Greek was placed on the Agenda of the Academic Policy Committee of October 23, 1969. Professor Gordon was invited to this and the following meeting and documents were presented to allow the Committee to become fully aware of the situation. After lengthy discussions, the Academic Policy Committee set up an ad-hoc sub-committee which reported to it one month later on December 4, 1969.

After studying the report and following further discussion, the Academic Policy Committee decided first, that the setting-up of a Byzantine Studies Programme as recommended by the ad-hoc committee be referred to the Faculty of Arts and Science for consideration. Secondly, it was decided that the Academic Policy Committee should stand by its decision of April 1969 with the proviso that the Committee might repeal its decision if a report concerning the creation of a Byzantine Studies Programme or a similar proposition was received from the Faculty of Arts and Science.

It must be emphasized that the decision to phase out Modern Greek was made not because the work had not been successful from an academic point of view (in September, 1967 Senate agreed that Modern Greek be accepted as a Cognate Subject for the B.A. degree), but solely because the financial situation of the University demanded a stringent scrutiny of what we could and could not afford. For Modern Greek, as well as all other like programs, to continue would imply a program which had formerly been a charge on Special Funds would now have to be born by General Funds or as a part of the operating costs of the University as a whole.

To maintain academic control over academic priorities, the University must be able to control its operating budget. When outside funds cease to exist, it must therefore be able to decide whether a program so supported is to continue as part of the University's academic offerings. In light of the priorities and needs at that time, it must ask whether or not to take the cost of such a program upon itself. Otherwise the University will be a captive creature able neither to decide for itself the direction in which it should go, nor the burden it should carry.

The Academic Policy Committee has neither been high-handed, secretive, nor arbitrary in its decision. A decision was made that clearly lies within the mandate given to it by Senate. The Academic Policy Committee, in its resolution of December 4, 1969 also stated that it would be willing to reconsider its decision if it received from the Faculty of Arts and Science a report concerning the creation of a Byzantine Studies Programme or a similar proposition.

As the report of the ad-hoc subcommittee stated: "the intrinsic value of any cultural study, including that of contemporary Greek is not to be contested; but limited resources impose decisions as to priority." Recent talks between McGill and members of the community concerned with the continuation of Modern Greek, have shown that there is a distinct possibility that Special Funds will be found to allow the continued existence of this program at McGill.

Michael Oliver, Chairman
Academic Policy Committee

On Candidates for the Principalship

The committee to advise the Board of Governors on the selection of a Principal has been convened, and has held three meetings. I have been asked by the committee to write to all members of our academic community to explain what we are doing, and to ask for any advice or comments which might help us in the important responsibility we have undertaken . . .

We would greatly appreciate the cooperation of all members of the McGill community—particularly in putting forward names for consideration. Certain senior members of the staff at McGill and at other universities are naturally candidates for consideration—and you may be assured they will be considered. It would be helpful to weigh as many opinions as possible on the relative suitability of such candidates.

Moreover, there is an inevitable tendency, in these cases, for everyone to think only of obvious candidates with well-established reputations. The committee is most anxious to consider also less well known candidates, who are on the threshold of their careers. The only way to ensure that good names in this category, from both inside and outside the university, will not be overlooked is to request the cooperation of all friends of McGill. Therefore if you have names to suggest, or comments on likely candidates, the members of the committee would greatly appreciate it if you took the time to write, phone or speak to one of them. They will see that your views get serious consideration.

Any of the members would be glad to hear from you. It is important that as wide a canvassing of opinion as possible should take place. You can help by giving your views.

Howard Ross
Chancellor

More silence from the Student Press

McGill is one of the few North American Universities to have been blessed with a strong student press. Recently, however several student governments at McGill have attempted to silence a strong independent voice in order to retain their own political power.

The recent decision of the Post-Graduate Students' Society Council to suspend publication of the *McGill Martlet* is without equal in its temerity. A student government has failed, once again, to deal with a serious organizational problem, and fallen victim of its own petty squabbles.

The events leading up to this disastrous state of affairs show clearly that the Council's decision to suspend publication of the graduate students' newspaper, is totally unjustifiable on any logical basis. The Council and Executive of the PGSS have, over the last eight months, refused to grant the editorial staff of the *Martlet* any of their meagre requests such as adequate working space, support in staffing, advertising, or even a positive attitude toward the paper.

Although the method of staff appointment was such that there would be no interference

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COMING EVENTS

JANUARY 30 TO FEBRUARY 6

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—30

BASKETBALL: Sherbrooke at McGill at 8:15.

BOTANY SEMINAR: Dr. F. Wightman, Chairman, Department of Biology, Carleton University, Ottawa, on "The Pathways of Auxin Formation in the Shoots of Higher Plants." 4:00 p.m. in Room W4/12 (Botany Seminar Room), Stewart Biology Bldg.

CINEMATHEQUE CANADIENNE presents two comedies: at 7:30 p.m., *Harold Lloyd's World of Comedy*, with extracts from *Safety Last*, *Why Worry?*, *Girl Shy*, *Hot Water*, *The Freshman*, *Feet First*, *Movie Crazy*, and *Professor Beware*. Showing at 9:30 p.m., *Never Give a Sucker an Even Break*, directed by Edward Cline (USA 1941), with W. C. Fields. Bibliothèque Nationale du Québec, 1700 St-Denis.

HOCKEY: Senior Game, McGill at University of Montreal at 8:00 p.m.; Junior Game, McGill vs. University of Quebec (at McGill) at 8:00 p.m.

MCGILL FACULTY FRIDAYS: The Faculty Orchestra performs works by Mozart, Haydn, and Boccherini. 8:30 p.m., Redpath Hall. Admission free.

TABLE TENNIS TOURNAMENT: McGill Chinese Student Society in the BWF room from 5:00 to 8:00 p.m.

RADIO MCGILL

CFQR at 92.5 mcs produced by Radio McGill. Friday January 30 midnight to 6 a.m. Saturday.

STREETNOISE: The six hours, between 12 p.m. and 6 a.m., are dedicated to Black Art. The program traces the history of the Black African's culture from that continent to North America with the modifications that it has undergone in the process. It looks at the positive effects that the Black culture has had on giving North America an identity peculiar to itself. The music, songs and stories of this culture are examined by the Bunnie, for both white and black alike. The problems that ghetto life has introduced into the sociological view of life of the people is discussed.

SATURDAY—31

BASKETBALL: Ottawa at McGill at 2:00 p.m.

BASKETBALL: SGWU vs. Laval at 5:30 p.m. in the West Gym.

DIVING AND SWIMMING MEET: McGill at University of Toronto at 8:00 p.m.

FILM: McGill Student Entrepreneurial Agencies Inc. presents *Alfie* starring Michael Caine and Shelly Winters. 6:30 and 9:00 p.m. in Room 132, Leacock Building. Tickets: 98¢ at the door. The general public is welcome.

FOLK SINGER: Judy Collins at the Salle Wilfrid Pelletier, Place des Arts.

JUDO MEET: Ottawa at McGill in the BWF room.

MCGILL LECTURE FOR HIGH SCHOOL STUDENTS: "Plankton Problems in the Polar Seas," Speaker: Professor P. S. B. Digby, Department of Zoology. 10:00 a.m. in PSCA.

RETROSPECTIVE OF ANIMATION CINEMA 1940-69: Montreal Museum of Fine Arts in co-operation with the National Film Board presents 60 minutes of animation cinema to February 8. No Monday presentations. Information re times, tel. 842-8091; 1379 Sherbrooke Street West.

SQUASH: Waterloo Invitational Tournament, 4:45 to 6:15 p.m. in Waterloo.

PLAY: Théâtre du Nouveau Monde presents Ducharme's historical farce *Le Marquis qui perd* in the Theatre Port-Royal, Place des Arts.

VOLLEYBALL TOURNAMENT: Inter-Residence in the East Gym. 3:00 to 6:00 p.m.

SUNDAY—1

CONSERVATOIRE DE MUSIQUE DE MONTREAL: Concert de l'Orchestre du Conservatoire sous la direction de Pierre Dervaux. Au programme, des œuvres de Mendelssohn, Prokofiev, et Franck, à 20 h 30, Salle du Plateau, 3710, Calixa-Lavallée.

PRO MUSICA: The Manitoba University Consort in a program of vocal and instrumental works from the 13th and 16th century, original instruments. 4:30 p.m., Théâtre Port-Royal, Place des Arts, tel. 842-2112.

MONDAY—2

BALLET: The Royal Winnipeg Ballet perform Feb. 2 and 3 at 8:30 p.m. in the Theatre Maisonneuve, Place des Arts. Student tickets (\$1.00), apply in person at CCA, 1822 Sherbrooke W. (basement).

MCGILL FACULTY SEMINAR ON HUMAN ECOLOGY: Mr. Harvey Feit, Department of Anthropology, McGill University speaks on "Cultural Causes of Instability in Resource Utilization in Northern Quebec," 4:00 p.m. in Leacock 738.

MEETING: Council (Faculty of Arts and Science) at 3:30 p.m. in the Leacock Council Room.

ORGANIC CHEMISTRY COLLOQUIUM: The Department of Chemistry has invited Professor P. Bolton, University of East Anglia (UK) to speak at 5:00 p.m. in Room 428, Otto Maass Building.

PUBLIC LECTURE: The Department of Classics presents an illustrated talk by Mr. J. G. Griffith, Fellow and Tutor in Classics, Jesus College, Oxford, England. 8:00 p.m., Room 14, Leacock Building. Information call: 392-5227.

TEACH-IN ON THE NORTH AMERICAN INDIAN: A four day teach-in organized by the McGill Debating Union and the Inter-Tribal Council of McGill Native Students commences today and ends Feb. 5. Today's topic is: "Indian Values and World Views." Speaker: Vine De-



In rehearsal for the 1970 production of McGill's *Red and White Review*, which begins February 5.

loria of Denver, Colorado, author of *Custer Die for Your Sins*. 8:15 p.m., Ballroom, University Centre. Information; Tel: 875-5510, ext. 34.

TUESDAY-13

MEETING: Senate Committee on Collegial Studies, 4:10 p.m. in Leacock Council Room.

MONTREAL SYMPHONY ORCHESTRA: Conductor Josef Krips in a Beethoven Festival, "Egmont" overture; *Symphony No. 2 in D major, Op. 36*; *Symphony No. 5 in C minor, Op. 67*. 8:30 p.m. Salle Wilfrid Pelletier, Place des Arts.

NEW STYLE POETRY READING: An unusual evening of poetry called "Sounding" arranged by two Canadian poets, Seymour Mayne and Peter Huse, is arranged for 8:15 p.m. at the Cote Saint-Luc Public Library, 7101 Cote St. Luc Road, Cote Saint-Luc. The program will feature audience participation and stereo tape recordings. Everyone is welcome. No admission charge.

SEMINAR COURSE: in Physical Oceanography (696b). M. El-Sabh on "Circulation in the Gulf of St. Lawrence," Room 502, Marine Sciences Centre.

SEMINAR SERIES: Department of Zoology have as their speaker Dr. Reed Flickenger Department of Biology, State U. of NY, Buffalo who will speak on "The relation of cell division to differentiation in developing frog embryos." 4:30 p.m., S3/3, Stewart Building. All interested persons are invited to attend.

TEACH-IN ON THE NORTH AMERICAN INDIAN continues: 1:00 p.m., Ballroom, University Centre, speaker Ian Watson, Liberal MP for Laprairie, and Chairman of the House Committee on Indian Affairs and Northern Development speaks on explanation of government policy. At 8:15 p.m. in Room 132, Leacock Building, "Challenge for Change," films and a program about Indians designed and produced by an Indian crew for the National Film Board.

THE HISTORY ASSOCIATION OF MONTREAL and THE QUEBEC ASSOCIATION OF TEACHERS OF HISTORY IN COOPERATION WITH SGWU presents "Problems in Modern Russian History: Was Bolshevism Inevitable?" Speaker Professor R. V. Daniels, Department of History, University of Vermont. 8:30 p.m., Henry Hall Building, SGWU.

THE ST. JAMES LITERARY SOCIETY: Wynne Francis, Professor of English Literature, SGWU, talks on the poetry of Irving Layton. 8:15 p.m., Windsor Hotel.

WEDNESDAY-4

SEMINAR IN MECHANICS: Dr. O. M. Johannessen (Marine Sciences Centre, McGill) and Prof. E. R. Pounder (Physics Dept., McGill) speaks on the ice drift program of the marine sciences centre, 4:00 p.m., Room 226, McConnell Engineering. All interested persons are cordially invited to attend.

TEACH-IN ON THE NORTH AMERICAN INDIAN continues. 1:00 p.m. in the Ballroom, University Centre, Chief William Commanda, Algonquin Indian Reservation, Maniwaki, Quebec talks on Indians and the law. 8:15 p.m. in Room 132, Leacock Building, Frank Howard, NDP MP for Skeena and Dr. Lloyd Barber, Indian Claims Commissioner, talk on hunting rights and reserves.



Teach-in on the North American Indian, February 2-5: are we attempting cultural genocide?

THURSDAY-5

LECTURE: Faculty of Divinity invites Dr. W. A. Visser t'Hooft to speak on prospects for ecumenism. 11:00 a.m., Common Room, Divinity Hall.

MEETING: Senate Committee on Development, 2:30 p.m., Room 609, Administration Building.

RECITAL: Rostropovich, cellist, at Salle Wilfrid Pelletier, Place des Arts. Student tickets (\$1.00) at CCA, basement. 1822 Sherbrooke W.

SEMINAR: Genetics Department seminar on DNA replication in the house fly, by K. Y. Jan, 4:00 p.m., Stewart N5/3b.

SEMINAR COURSE IN PHYSICAL OCEANOGRAPHY (696b): D. Burrage on "A Numerical Model

for Ice Drift," 3:30 p.m., Room 502, Marine Sciences Centre.

TEACH-IN ON THE NORTH AMERICAN INDIAN ends today. 1:00 p.m., Room 219, Leacock Building, Herb Blatchford, Executive Director, Community Indian Centre, Gallup, New Mexico, on Indians and modern society: education and industry. 8:15 p.m., Ballroom, University Centre, Indian Politics 1970, speaker, Harold Cardinal, President, Indian Association of Alberta, and author of *The Unjust Society*.

THE RED AND WHITE REVUE '70: "NO" Opens tonight and runs to February 14th. 8:30 p.m., Moyse Hall. Tickets: at the Union Box Office, 3480 McTavish, tel: 288-2062, or at the door.

FRIDAY-6

TALK: Dr. Benjamin Spock will speak on dissent
continued page 8

*Coming Events/*from page 7

and social change at 8:00 p.m., Main Auditorium of the University of Montreal. Tickets may be obtained by mail from the Humanist Fellowship of Montreal, 4278 Dorchester Blvd., Montreal 215 and at McGill Student Union. Advance sale \$2.00; \$2.50 at the door. *There is limited seating.*

THE PLUMBERS' BALL: Cocktails and reception beforehand; dance to start at 9:30 p.m., Hotel Bonaventure.

BOTANY SEMINAR: Miss Beverly Bonn, Department of Botany, McGill talks on "Hormonal Specificity in the Control of Cellulase Activity and Cell Expansion in the Pea Epicotyl." 4:00 p.m., Room W4/12 (Botany Seminar Room) Stewart Biology Bldg.

FRIDAY NIGHT CINEMA: showing *Shame*, directed by Ingmar Bergman (Sweden 1968), with Liv Ullmann and Max von Sydow. 6:30 and 9:00 p.m. in Leacock 132.

MCGILL FACULTY FRIDAYS: CBC Celebrity Series, Janos Starker, cellist, and A. Montecino, pianist. 8:30 p.m., Redpath Hall. Admission free.

MEETING: Humanities—Division 1, 3:30 p.m., in Leacock Council Room.

POETRY FOUR: SGWU Poetry Series, Sixth Reading. Frank Davey, "a member of the noted group of West Coast poets who rose to prominence in the early sixties and who is a founding editor of their important poetry newsletter, *Tish*, and later of the poetry and poetics magazine, *The Open Letter*" reads his poetry at 9:00 p.m. in Room H-651, Hall Building, SGWU. Admission free.

*Feedback/*from page 5

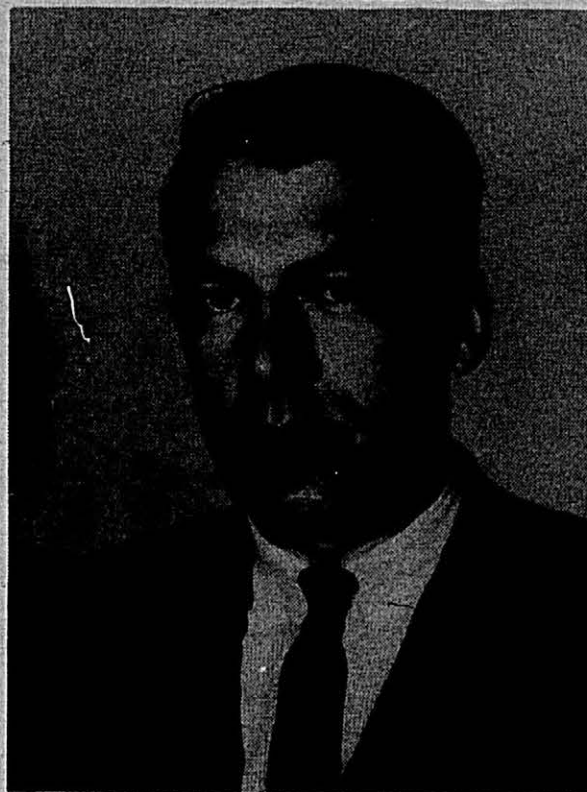
from local political factions, the President of the PGSS has attempted to infringe upon the Editor's prerogative of choice of content. Other members of the Executive and Council have severely criticized the paper's content and in effect have demanded that the editorial staff be forced to adopt more conservative attitudes.

The policy of the *Martlet* has been to promote awareness within the graduate student population of decisions made by the "governing authority of the PGSS." Although the staff has opposed some of the views extended by Council members, it has always presented, unaltered, any submissions of either the Executive or Council. There seems little objection to this policy but, at the same time, little notice of it.

The elected representatives of the graduate students are not prepared to tolerate any editorial opposition. Any comment the *Martlet* makes about such "trivia" as needless wastage of money, kick-backs, constitutional or electoral irregularities, unsound and unreasonable political thought, or the incompetence of the PGSS Executive are sure to raise howls of righteous indignation. We must, it seems, report with a blind eye and a deaf ear, and print only pabulum.

Significantly, the Council was unable to fire the editorial staff when it ordered publication stopped. The PGSS still has a newspaper staff, but they are not permitted to spend money on a newspaper. Without the *Martlet*, all PGSS communications fall under the control of the Executive. Since the Executive presently in office is prone to taking stands on issues relevant to graduate students and since the PGSS pretends to speak as the united voice of all graduate students, there must be a newspaper

NEWS BRIEFS



Dr. Alan Mann

**Alan Mann:
new associate dean of medicine**

Dr. Alan Mann has replaced Dr. John R. Gutelius as the Associate Dean of Medicine for Graduate Studies and Research.

Dr. Mann, who has been on the McGill teaching staff as associate professor of psychiatry for several years, is Associate Psychiatrist and Deputy Director of the Psychiatric Department at the Montreal General Hospital. His research interests include general hospital psychiatry and the investigation of psychological complications in accident victims. He is a fellow of the Royal College of Physicians and Surgeons.

Dr. Gutelius has left Montreal to take the chairmanship of the department of surgery at the University of Saskatchewan.

Feedback

to inform them of these stands and provide an effective forum for public debate of these ideas.

I am prepared to agree that the *Martlet* may need a different editorial staff. I do not see the validity of silencing the student press for the "crime" of opposition to the party line.

I. B. Findleton
Editor-in-Chief
McGill Martlet

*Audio Tutorial/*from page 4

pared to the six hours required in the conventional system. Preference questionnaires also revealed that over 90% of the students preferred the AT system to the conventional method, and it was shown that favourable attitudes towards the subject matter increased. Professors and instructors further reported that they got to meet and talk to the students much more often than they did in other courses.

The AT system at Purdue University, with 65 individual carrels, takes care of an enrollment of 1,000 students. However, as Dr. Postlethwait points out, the AT system does not make a good tutor out of a poor teacher: it is a lot more difficult to relate to a tape recorder in front of you than it is to a group of faces in a lecture hall. So it is not for everyone and it is not for every course. Nevertheless, the system has been adopted in many universities across the continent and is used in a variety of courses. Although it may seem more appropriate for science courses, it has also been tried with English and Social Science courses.

Philippe C. Duchastel

This account is based on a presentation given by Dr. Robert Hurst at the McGill conference, "Instructional Innovations in Higher Education."

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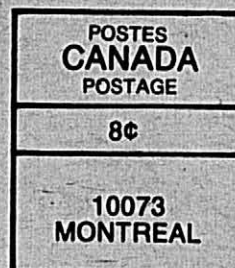
Harvey Mayne

EDITORIAL POLICY

The McGill Reporter has no editorial prejudice. It is open to contributions from anyone on any subject, and is responsible for presenting, concurrently or serially, a balance between points of view.

DEADLINES

Friday before the issue in which the item is to appear. **FEEDBACK** deadline is Monday.



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